**I can demonstrate that a number line and a hundreds board are similar**

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| **Lesson Plan Title**  I can demonstrate that a number line and a hundreds board are similar |
| **Lesson Summary**  Through a guided lesson, students will learn that a hundreds board and a number line are the same, just a different representation. |
| **Curriculum Outcomes**  N05- Students will be expected to compare and order numbers up to 100 |
| **Assessment Of Learning or Assessment For Learning**  Observation, Conversation, Product  Observations   * Can students tell you how a number line and a hundreds chart are the same and different? * Can students apply what they have learned with you to an individual number line? |
| **Communication/Vocabulary**   * Hundreds Board * Number Line |
| **Technology**   * None needed for this lesson |
| **Materials**   * 2 big hundreds boards * photocopy of a hundreds board (one for each student make extras- see below) * scissors * tape |
| **Mental Mathematics**  Review counting forwards by 2’s, 5’s, and 10’s (to 100) |
| **Development**  This lesson plan provides evidence of how students can make connections between the hundreds board and a number line.  **Time to Teach**  Start the lesson by asking students if they notice any patterns in the hundreds board (ie: the coloumns all end in the same number etc). Then ask the students what is missing on the wall. If they do not come up with anything prompt them by saying you think you are missing a number line. Then ask them how could you create a number line using a hundreds board?  **Time to Practice**  At this point hand the students out scissors and their own hundreds board along with tape and ask them to explore how they could turn the hundreds board into a number line. Allow them time to cut and tape things together, going around the classroom to check that students have the right idea. You may need extra copies as some may start by cutting their hundreds boards by the coloumns rathe then the rows.  **Time to Share**  Have the students share what they did to create a number line. Ask if anyone strated by cutting the coloumns, and have them explain why they changed their thinking. When you are done sharing take ONE of your big hundreds boards and cut it. By the end you will have created a number line to hang on your math wall. Up close it will look something like this.  Thaw Space:ssrsb:Pictures:iPhoto Library.photolibrary:Masters:2015:06:26:20150626-103220:IMG_0819.JPG |
| **Differentiation**   * For those students who struggle with reading bigger numbers create a guided group to work together on this task. This will help them work collaboratively but provide support when needed. |

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